DOCUMENT RESUME

ED 349 006 IR 054 100

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TITLE Libraries and Literacy: A Program Planning Manual for Missouri Librarians.
INSTITUTION Missouri State Library, Jefferson City.
PUB DATE Dec 90
NOTE 59p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Literacy; Adult Reading Programs; Adult Students; Fund Raising; Instructional Materials; *Library Planning; Library Role; *Literacy Education; Nontraditional Education; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Teaching Methods; Volunteer Training

ABSTRACT

Library literacy programs may be on-going or short-term, formal or informal, large or small. Librarians need to be aware of these programming options and select the program appropriate to their community's literacy needs and the resources the library can make available. This manual is designed to assist librarians in considering options and services and as a guide to program planning and implementation. It provides a generic program plan and an action plan; describes the overall steps needed to plan and implement a library literacy program; provides a planner's checklist; presents examples of small-scale and short-term activities; describes funding options and lists potential sources; describes student recruitment activities and teaching methods; lists sources of literacy materials; describes staffing options and the training of volunteer tutors; and provides suggestions on site selection, record management, and program evaluation. The five appendices include an explanation of low literacy skill levels; a job description for a volunteer tutor; characteristics of adult learners; guides for making libraries accessible to adult learners; and programming ideas for developing literacy awareness on college campuses. (Includes 36 references.) (KRN)

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Libraries and Literacy

A Program Planning Manual

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This manual was published by the Missouri State Library using Library Services and Construction Act (LSCA) Title I funds. It is part of the State Library's ongoing effort to promote literacy activities in Missouri libraries.

The compiler, Beatrice Moore Smith-Talley, served as the State Library's VISTA literacy volunteer from August 1989 to August 1990. Her service was made possible through LIFT-Missouri, a public, not-for-profit organization committed to increasing the literacy level of the current and future Missouri workforce.

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Printed by Show Me Printing, Jefferson City, MO

December 1990

Cover art by Frank Stack

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Preface

A basic tenet underlying the very existence of libraries is that there are people who can read, who need to read, and/or who enjoy reading. When faced with the startling figures that indicate the growing rate of functional illiterates, libraries will realize their dwindling clientele. They will devise means of coping with that problem. They will see increased literacy involvement as one way to curb the problem.

There are several options open to libraries that will address the issue of literacy. The options selected depend on such conditions as library size, staffing, funding, site and community needs. Preliminary studies, surveys and other forms of investigation will reveal some existing circumstances that would enable intelligent decision-making. If the library decides to develop a literacy program, either on its own or via a support group, numerous things need to be considered.

When considering forms of literacy involvement, librarians need to realize that there are creative possibilities that may fit those communities where population is sparse, funds nonexistent, and library staff limited. The option chosen need not be in the form of a full-blown program. It might well be an annual, semiannual or periodic project geared to community needs. The target group need not be large. Neither does the focus have to be reading alone. In essence, literacy involvement possibilities are only as limited as one's imagination or creativity.

Literacy improvement may be achieved through recognition of the variety in learning styles. Therefore, activities and/or projects incorporating aspects of this variety may be chosen. Suggestions for informal literacy involvement include: book clubs, book review sessions (for non-fiction as well as fiction), family storytelling sessions, show and tell hours, listen and learn storyhours, best seller reviews, special needs groups, e.g., ESL, short story writing/reading groups, poetry lovers clubs, word games, citizenship preparation, safety and first aid classes.

Even the above suggestions may leave some librarians apprehensive about literacy involvement. Those falling into this category can still participate in the literacy movement. They can take a positive approach and become active advocates for literacy, using their influence to refer those who need help to community literacy programs. Developing a new reader collection for adults makes a contribution. Encouraging and reassuring library patrons who seek to improve literacy skills is also a contribution. Prospective tutors can be steered by librarians to programs that are in need of teachers. Library space, bulletin boards, books or other materials for use by literacy groups may be offered by the local library. These and other cooperative measures may be taken when circumstances prevent more extensive involvement.

It is hoped that this Missouri State Library publication will serve as an incentive toward concerted efforts among all public libraries to combat the growing scourge of illiteracy.

Literacy Defined

Reading and writing and math are central to literacy, but so are other skills. The ability to see connections, to imagine different ways of doing things and different ways of living, to tell of one's life in song and dance or story -- this is a part of becoming literate.

Literacy is to be understood within the given social, economic, political and psychological conditions in which one lives. What literacy is for one society is not literacy for another. Literacy needs to be measured and judged according to the needs of each society. Literacy needs are often different from one community to another.

Literacy is a collective, ongoing process. It needs to have its roots in the actual situation and needs of people. Literacy needs to be based on individual needs, but also on the needs of the group of which the individual is a part. Literacy is a process by which women and men can learn to organize themselves and to help to change the lives and conditions which hinder their lives and quality of life. Literacy is revolutionary when it starts with the learner's goals. That is, literacy can set people free from all kinds of oppression. Literacy brings power as well as understanding.

Literacy has to do with language -- language decided by those who use it and not controlled by those in power. Literacy is creating new answers to old questions. Literacy is creating new questions which are based on how things really are. Creative literacy is learning how to learn.

Literacy has to do with promoting every person's right to learn and to have access to information. Literacy helps to develop analytical and decision-making skills. Literacy helps people "own" information in whatever form it is carried. Literacy carries with it an obligation to advocate the same rights for others -- all others.

From *Literacy: Every Person's Right*, a brochure developed by the Working Group on Literacy, National Journal of Churches, n.d.

Library Involvement

Rather than embark on a formal literacy program with long-range goals, some libraries may choose another kind of literacy contribution which yields more immediate results or has a lasting impact on its participants. Still other communities require conservative, low-key literacy projects that protect the identity of their users in order to ensure confidentiality. The librarian who has made a thorough study of the community's literacy needs is in the best position to plan accordingly. Some libraries in close proximity may even find it feasible to pool forces and resources to work out literacy problems shared in common, and to determine whether such problems demand attention to workplace literacy, cultural literacy, intergenerational literacy or any other aspect of literacy. Such questions as these should be answered:

1. What are program objectives?
2. Should program be broken up into several short sessions or one long workshop?
3. Can participant interest be sustained over one, two, three or more days, weeks, months?
4. Will program objectives be met within the time span allotted?
5. Will amount of involvement depend on factors such as season of the year, staffing available, resources, student free time?
6. How will site and space influence the affordable amount of involvement?
7. Will the nature of involvement be initiated and executed by the library alone, or will the library sponsor the activities carried out by another organization?
8. What will be the extent of the library's involvement if another organization actually conducts the program?

A READY GUIDE

The librarian or board trying to decide how to become involved in the literacy effort may find help through a quick comparison between a full-fledged, large-scale, or formal program and one of a small-scale or informal program.

Full-Fledged Program	Small-Scale Program
Demographic study	Informal assessment of literacy needs
Assessment of literacy needs	
Statement of goals, objectives, justifications	Reason for choosing project or activity
Plan of action	Plan of action
Community awareness and support	
Assessment of materials and equipment	
Tutoring methods/sources of materials	Method of presentation
Administrative board	
Coordinator/director/personnel	Project planner and/or implementors
Students	
Funds/budget	Funds (optional or minimal)
Acquisition of materials, equipment	Materials, equipment
Site/space	Site
Recruitment of tutors, students, staff	
Program promotion	Promotion
Program implementation	Implementation
Evaluation	Evaluation

A Generic Program Plan

I. Statement of library's mission (philosophy)

II. Overall Goal(s)

To improve the reading skills of citizens within the library community whose reading level is 0-3 grade.

III. Objectives

1. To recruit a minimum of 10 students.
2. To secure trained, certified tutors who live within the community.
3. To test each student for reading level.
4. To match each student to a compatible tutor.
5. To conduct a minimum of two one-hour reading sessions per student each week.
6. To help students develop the ability to recognize and read words, terms, and simple sentences and paragraphs related to their individual needs and to read for meaning.
7. To steer each student toward the acquisition and use of a library card. (This is desirable, but not absolutely necessary.)
8. To reward student and tutor progress and goal achievement.

IV. Explanations of Objectives

1. The anticipated number of students to be recruited represents ____ percent of the low-level readers in this library's area or community.
2. Success with the number recruited will serve as positive advertisement among other low-level readers who might be recruited into the program.
3. Student/tutor compatibility is important for successful learning and teaching.
4. The designated number of student/tutor sessions will allow greater study time and leave enough flexibility for fitting in work or other vital experiences for both the students and the tutors.
5. Needs and interests of students are recognized as motivational factors for learning.
6. Increased library usage is a fringe benefit of having a more literate population.
7. Some reward can serve as an incentive to all involved in achieving the overall goal. Furthermore, achievement awards have recognizable public relations significance.

V. Requirements

A literacy program for this library must fulfill the stipulations below:

1. Incorporate plans for the inclusion of any eligible adult non-readers or individuals with low-level reading skills.
2. See that the method of approach used by those who execute the plan of action is tailored to fit the specified target group.

3. Keep reading as the primary focus but remember writing, computing, and reasoning skills must be recognized and dealt with as inevitable and integral components of holistic learning.
4. Utilize every available library and community resource to ensure program effectiveness.
5. Provide a means for program to be evaluated on a continuing basis to measure attainment of overall goal(s) and objectives.

VI. Proposed Plan of Action

The following plan outlines possible strategies to carry out each objective.

The Action Plan

I. Introduction with mission statement, philosophy, or purpose
   A. Extensive public awareness campaign
   B. Garner public support for the program
      1. Explore possibilities for securing a sponsor
      2. Determine need for a committee
      3. Research fundraising sources
      4. Promote student/tutor support
   C. Organize community and personnel in implementing plans and other requirements.

II. Systems and procedures; policies and practices under consideration
   A. Inventory of literacy materials and equipment
      1. Items on hand, condition, description
      2. Number and classification of inventory items
      3. Designated supervisor(s) of materials and equipment
   B. Determination of additional materials and equipment needed
      1. Items needed
         a. Reasons for each item
         b. Specifications items must meet
         c. Sources of items
         d. Cost per unit
      2. Storage considerations for items
   C. Estimation of personnel required for the program
      1. Listing of activities and other anticipated program procedures
      2. Job descriptions
      3. Personnel classification or category
      4. Policies related to personnel
         a. Coordinator/director
         b. Tutors
         c. Other (secretary/receptionist/bookkeeper, etc.)
   D. Decisions regarding teaching methods
      1. Listing of various methods
      2. Advantages and disadvantages of each option
   E. Selection of method(s) compatible to target group based on goals identified by students who enroll
   F. Determination of schedule for program
      1. Days and hours available
      2. Duration of offerings
      3. Holidays/vacations
   G. Site selection
      1. Site management details
      2. Accessibility/convenience for handicapped
      3. Maintenance, upkeep
      4. Expenses related to site

H. Evaluation of probable cost of the total program
I. Consideration of funding sources and budget areas
J. Establish timetable of events and target dates for series of objectives

III. Resources available for program implementation
A. Library resources
B. Community resources
    1. Human
    2. Environmental (buildings, natural resources)
C. Financial resources
D. Other available resources
    1. Goods
    2. Services
    3. Specialists

IV. Proposed means of program implementation
A. Interpretation of mission, needs and goals
    1. To library personnel
    2. To community at large
    3. To total literacy program personnel
B. Pursuit of funding
C. Publicity/promotion/advertising plans
D. Confirmation of site
E. Recruitment activities
    1. Staff
    2. Tutors
    3. Students
    4. Support groups
F. Acquisition of additional materials, equipment and supplies needed for program
G. Record and document receipt of acquisitions
    1. Update inventory
    2. Classify inventory
    3. Store inventory items
H. Preparatory sessions
    1. Personnel orientation
    2. Tutor training
    3. Support group liaison workshops
    4. Student orientation strategies
    5. Student/tutor matching
I. Open-house activities for publicity
    1. Among target group of learners

2. Among community agencies
3. Among library friends and patrons
4. Among businesses, clubs, other organizations
5. Among present and potential support groups

J. Launching of program activities

V. Utilization of evaluation strategies

A. Periodic review of mission statement, goals and objectives
B. Assessment of program effectiveness and efficiency
C. Personnel evaluation

Laying the Groundwork

1. Find out if your community would support a literacy program. Research and analyze the literacy problem in your area and become familiar with local literacy needs. Begin with a description of the community, including socio-economic climate as related to literacy needs.*

A. Total population
   1. Percent literate
   2. Percent illiterate
B. Working and non-working population
C. Demographic breakdown
   1. Male-female
   2. Age ranges

2a. Determine make-up of your target group. (Learner population or potential clients)
A. English speaking
B. Non-English speaking

2b. Survey the literacy providers in your community. .
A. List of schools available (include all levels)
B. Volunteer literacy programs
C. ABE and vocational schools

2c. Become knowledgeable about other service providers, community businesses, industries and organizations.

3. Assess usable literacy materials and equipment in your present library collection.
A. For non-readers
B. For adult new readers
C. For poor readers

4. Determine what additional materials, equipment and other resources are needed to develop a program; include staffing needs.

5. Research, then decide which teaching method and focus your library will use.

**Location of information regarding your community's literacy problem and needs is the first challenge. Most libraries realize that they are their own best resource, having access to a wide range of demographic information. Another resource is the State Census Data Center of the Missouri State Library; it provides statistics on towns having populations of 2,500 or more. Information also may be found through social or human services agencies, school administrators, the courthouse and/or city hall. How and where you find the information may largely depend on the nature of the specific breakdown of information sought.*

6a. Locate, classify and file sources of literacy materials.

6b. Explore the need for and subsequently select an administrative board, council, committee, managerial group, or advisory team.

7. Look into availability of a director/coordinator, staff, tutors and other literacy workers, then engage in recruitment of staff needed for a viable program. Develop your support group.

8. Find a suitable tutoring site.

9a. List and evaluate the approximate cost of setting up your program based on the above findings and decide how those costs could be divided among all program needs.

9b. List alternatives for funding your proposed literacy program.

10. Decide exactly what it is you want your literacy program (project or activities) to do and develop goals, objectives and a tentative plan of action.

11. Initiate a public awareness campaign, and gather support for your proposed literacy program or activities.

12. List and get commitments from those resources required for the implementation of your program choice.

13. Carry out the plan for your program after extensive promotion to and for intended target group.

14. Consider the management strategies your program will use and be willing to make adjustments as the program grows -- staff, personnel, materials and supplies, site or tutoring facility, records and record keeping.

15. Develop an evaluation method for your program's effectiveness, efficiency, and staff.

16. Make a periodic review of your program goals and objectives.

Subsequent Steps

In recognition of the unique nature of each library community and the accompanying diversity of problems and needs, this manual will remain reasonably "generic." Ideas presented should thus serve more as examples. Those responsible for developing a literacy program may be able to utilize the examples as a springboard for tailoring their own program so that specific community problems and needs can be addressed. Hence, the manual will allow for ample expression of the program creator's initiative, creativity, resourcefulness, and leadership skill. A supplementary section will present miscellaneous resources the program creator may find applicable to the local set of circumstances. In general, the library can have on file not only the procedures manual, but also a handbook of resources for easy reference.

After completing the initial steps on the previous pages, develop a rough draft of your program intentions. Armed with a clear picture of the literacy problems and specific needs of your area, you should then be able to outline your goals, objectives, and the specifics of a plan of action. Begin with a detailed description of the situation in your area, followed by a list of justifications for the development of a program. These justifications might well begin with inclusion of the literacy statistics of our nation and state. Statistics on the local level would be an outgrowth of the suggested demographic study, and will provide direction for your long-term and short-term goals and objectives.

For clarification, goal, as used above, refers to desired result or end product. Objectives are the methods employed to obtain the desired result. A plan of action outlines the strategies for carrying out each objective of your literacy program.

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Planner's Checklist

_____ 1. The community has been made aware of its literacy problem and has indicated willingness to support a literacy program.

_____ 2. A demographic study has been made.

_____ 3. Information has been accumulated regarding other

literacy providers _____ service providers _____

available literacy materials and equipment _____

_____ 4. The specific direction for the program has been determined and a proposal drawn up.

_____ 5. Teaching methods and sources of literacy materials have been researched.

_____ 6. An administrative board, council, or advisory team has been formed.

_____ 7. Coordinator ____ tutors ____ staff ____ tutoring site ____ are available.

_____ 8. Budget has been determined.

_____ 9. All program planning details have been taken care of.

_____ 10. An evaluation method for all aspects of the program has been developed.

Deciding Which Skills to Target

The next step in the plan of action is to decide which skills to target, based on an understanding of specific literacy needs within the library's community. Having made the suggested demographic study as a preliminary step, the program planner will have a general idea of the most effective approach for the intended audience.

Concepts regarding literacy needs are numerous. Much depends on the definition of literacy being used. Among the concepts currently acknowledged by literacy fieldworkers are the following:

1. Adult Illiteracy
2. Functional Illiteracy
3. Intergenerational Literacy
4. Cultural Literacy
5. Workplace Illiteracy

Adult Illiteracy

The terms adult and illiteracy are plagued with a multitude of definitions. The dictionary, the law, the schools, the parents, the developmental psychologists -- all have a definition. Each definition manages to fit the needs of the defining group. Since those who are concerned with the eradication of illiteracy have in mind certain services to be rendered to the recipient, the term adulthood may be broadened beyond the confines imposed by the aforementioned groups. Adult would mean 16 years or older. An illiterate adult would then be defined as a person 16 or older who cannot read, write, or do mathematical computations well enough for basic survival functions in our society.

Functional Illiteracy

Currently, this term is in the spotlight. It is an outgrowth of illiteracy being blamed for the loss of billions of dollars due to socio-economic problems. Some of these problems are poverty, unemployment, crime, and poor physical, emotional, and mental health. Jonathan Kozol in *Illiterate America* (Doubleday, 1985) estimates $20 billion dollars per year to be illiteracy's direct cost to businesses and taxpayers. In the work arena, to be *functionally illiterate* means the employee or would-be employee is incapable of reading everyday job applications, of reading or understanding labels or directions (in print) on the job, and of computing his or her own time sheet or wages. Thus, functioning as a responsible, reliable employee is risky, if not virtually impossible, when these abilities are not present.

Intergenerational Literacy

Based on the premise that illiteracy is a cyclical family problem, the term generational illiteracy is the focus of many individuals and groups. More and more attention is being devoted to the role of families in the literacy chain of home, school and community. Each link in this chain has a valuable role in promotion of literacy among family members. Families either promote literacy by "passing on" positive

attitudes toward reading, writing, computing or education in general, or they perpetuate illiteracy if they are illiterate themselves.

Cultural Literacy

In our society, certain assumptions are made about the training and refining of the mind, manners, taste, etc. transmitted to individuals through the traditional "home, church, school" trio. Yet with the contemporary breakdown of family structures, and the church and school dropout rates, cultural literacy, as once known, can no longer be assumed. Many cultural benefits formerly acquired through homes, churches and schools are weak, if not totally missed. The gap produces a group of citizens who may be classified as culturally illiterate. Such persons may feel the need to acquire the training and skills that would result in refining of mind, manners, taste and the like. The resulting cultural literacy would thus enable them to fit more successfully into society and the work world.

Workplace Illiteracy

The term workplace illiteracy incorporates and moves beyond the boundaries of functional illiteracy. The workplace may have its share of functionally illiterate employees, but modern technology is rapidly developing another version of literacy. Many companies and industries are finding the need for on-the-job literacy seminars, workshops, and other forms of training geared toward teaching employees needed skills, new terminology, new understandings as a result of technological improvements. Employees who fail to, won't, or can't keep abreast of workplace demands for change become victims of workplace illiteracy.

Determining Which Components to Include

Each of the above concepts requires literacy program plans that are tailored to meet the needs of the identified target group. Components of the literacy program must be designed to recognize and deal with the varying needs. Constituent parts of the programming might well include such subjects as listed below:

- Phonetics
- Reading
- English
- English as a Second Language (ESL)
- Mathematics
- Writing
- Study skills (GED preparation)
- Geography
- History (U.S. and world)
- Government (as for immigrants)
- Science
- Personal growth
- Living on your own (as for handicapped)
- Employability skills
- Self-esteem and success techniques

A component of planning related to program success is the matter of equipment and supplies. The teaching methods chosen by the tutors may be greatly enhanced through the choice of teaching tools. Consideration of appropriate equipment and supplies helps to facilitate a more successful literacy program.

Small-Scale Activities

There are many opportunities for simple, yet effective efforts in behalf of improved literacy. Where library staffs are small or library hours limited, literacy promotional activities can serve as an incentive to get involved. These activities will reflect the library's commitment to literacy as well as raise literacy awareness among the citizens in the area. A list of promotional ideas is presented below for the benefit of any library wishing to become involved but still wondering how.

- Set up a literacy information booth at the library, at the county fair, or near the town square.
- Get your mayor or county board to proclaim "Literacy Week" or "Literacy Month" in your town or city.
- Hold a "Say YES to Literacy" open house at the library.
- Encourage a youth group to make literacy placemats for your local restaurant(s).
- Run a literacy slogan or logo contest.
- Borrow road signs from the highway department for a literacy display.
- Create a read-aloud program for parents and children.
- Sponsor a "Take a Break and Read" program during which everyone in your community stops and reads for five minutes.
- Encourage field trips from local adult education classes to your library.
- Get your local school to exhibit literacy posters in the school cafeteria.
- Establish a family reading contest.
- Create a cookbook by and for adult new readers.
- Coordinate a storytelling festival.
- Develop outreach programs to retirement homes.
- Explore the history of literacy in your community through old documents, diaries, and oral histories or your library's genealogy records.
- Hold a community picnic for literacy.
- Ask local officials to get involved in your literacy campaign.
- Develop a speakers bureau for presentations to local clubs and organizations.
- Create your own play or have a local group put on a play with a literacy theme.

You may be able to think of better ideas that will work successfully in your community. Whatever your method -- GET INVOLVED!

A Short-Term Activity

Mission Statement

To serve that segment of the public needing special help with literacy problems.

Assessment of Literacy Need

A survey revealed that in our town of 1,500 population, _____ % are unable to read above the 3rd grade level.

Name of Activity

"Become Your Family's Lifeguard"

Method of Presentation

Lecture/Demonstration or Show and Tell

Project Planner

Assistant Librarian or Adult Services Librarian

Project Implementor(s)

Assistant Librarian and Student Assistant

Expenses

None (Refreshments donated by Friends of the Library)

Materials, Equipment, Supplies

Flip chart, household items bearing "Caution" or other warning directions, magic markers, small table, pointer

Site/Date/Scheduled Time

Community Fellowship Hall, Tuesday, July 2nd, 7:30-9:00 p.m.

Promotion

Word-of-mouth, church announcements, public service radio announcements, posters, flyers, personal phone calls

Goals and Objectives

To reach this community's non-reading and low-level reading parents and their families. To show each ways to "sight read" labeling on commonly used dangerous household items.

Plan of Action

Extensive publicity using all listed promotional strategies; borrow items from Abe's Grocery Store; make posters; set up demonstration; engage Jini to assist; solicit donations from Friends of the Library; contact fire department, health department, Dr. Kayce, community center and rescue squad; organize telephone and refreshment committees.

Evaluation

Will be based on promotional strategies, attendance, audience reaction and planned "feedback."

Funding the Program

The cost of a literacy program will vary. Librarians who have followed through on the previous suggestions already have an understanding of some of the factors relating to program cost. For example, materials and equipment, if needed, would require the expenditure of funds. Likewise, the need for a director, coordinator, staff and tutors may be indicative of salary costs. Some of these costs can be eliminated or minimized depending on the availability of volunteers. At any rate, each item needs to be evaluated to determine what, if any, costs will be involved.

The anticipation of expenses and an itemized account of proposed costs of a literacy program is a realistic approach for several reasons: the program planner will need to know how the program will affect the current library budget, and the planner will need to decide whether additional funds will be needed.

Funding Sources

Basically, there are three major funding sources available to libraries: the library budget, donations, and grants (private and government). Of these major sources, librarians are already familiar with the first two, but less familiar with grants. The topic of grants can be approached from several angles. To remain as relevant as possible, the information included here will stick to that which will be of benefit to persons or groups interested in setting up a library literacy program. In order to keep suggestions as broadbased and flexible as possible, a listing of grant sources is submitted below along with additional sources of financial aid for library literacy programs. The additional sources may benefit programs that operate on a small scale or those programs offered infrequently.

1. LSCA (Library Services and Construction Act) U.S. Department of Education
   Title I - Information on LSCA Title I may be obtained from the Missouri State Library, P.O. Box 387, Jefferson City, MO 65102-0387, 800-325-0131.
   Note: The LSCA grants should not be considered stable funding sources. They are usually for start-ups, pilots, and materials until programs become locally supported. As of 1990, a new category within Title I awards funds for "model literacy programs."

2. LSCA Title VI - The Library Literacy Program, authorized by Title VI of the Library Services and Construction Act, provides financial assistance to state and local public libraries for the purpose of supporting literacy programs. Funding has fallen under two main categories:
   - Libraries as primary providers of literacy services such as those establishing a program where none existed, and those serving as the primary contact for literacy services, information and referrals to the public.
   - Libraries as providers of support services including such activities as offering supplementary reading materials for students and the general public; training staff to serve the needs of adult new readers; providing office and tutorial space for literacy organizations; teaming with Adult Basic Education programs, literacy and other agencies to provide library orientation for students; and promoting public awareness of literacy services available in the community.

   For information on LSCA Title VI, write U.S. Department of Education, Department of Educational Research and Improvement, Library Programs, 555 New Jersey Ave., NW, Washington, D.C. 20208-1430.

3. JTPA (Job Training Partnership Act)
   State Private Industry Councils (PICs) are located in "service areas" throughout the state. Missouri residents may call (314) 634-2794 for information on contacts at the local level.

4. Adult Education Act
   Funds ABE programs; however, 7% of funds are expended for programs serv-

ing non-readers (0-5th grade). Libraries applying for funds must make sure there is no duplication with other literacy programs in the community. Further information may be obtained from the Office of Vocational and Adult Education, 205 Jefferson St., Jefferson City, MO 65101-0480, (314) 751-1249.

5. LIFT-MO (Literacy Investment for Tomorrow-Missouri)
   Libraries are listed among the examples of eligible recipients of allocations available through LIFT-MO. Proposals for this allocation should be written to reflect the stated emphasis of LIFT-MO (generally workplace literacy programs). There is no specified form for writing up the proposal, nor is there indication of funding guidelines. For more details about the LIFT allocations, write: LIFT-MO, 300 S. Broadway, St. Louis, Mo. 63102.

Other funding sources and/or information about money or in-kind contributions are suggested below.

1. Private funds
   - The Business Council for Effective Literacy lists companies that have become involved in literacy programs. It publishes a free newsletter that describes local and national business literacy programs. Write: The Business Council for Effective Literacy, 1221 Avenue of the Americas - 35th floor, New York, NY 10020.
   - The Chamber of Commerce and the United Way are good sources of information about local money or in-kind contributions available in your area.
   - Look at the quarterly newspaper issued by Laubach Literacy Action (LLA), *Literacy Advance*, and Literacy Volunteers of America's *The Reader* for information about current literacy funding sources.
   - Fundraising information is often available through community library systems.
   - Check your reference collection's *Foundation Directory*.

2. Government funding - (in addition to LSCA and JTPA cited above)
   - Federal money usually goes to states for distribution through their adult education structures.
   - State governments may also provide funds for literacy programs for the elderly. Departments or bureaus for the aging or the department of education usually administer the funds.
   - Contact the state ACTION office for information about VISTA literacy volunteers to serve as trainers, fundraisers, outreach recruiters, program coordinators, or in other organizing and non-tutoring positions.
   - The Department of Labor has made literacy a high priority in order to provide retraining for many segments of the American workforce.

3. Media initiative
   - Newspapers are an important source of money and support, e.g., The

Chicago Tribune Charities offers grants to Chicago area literacy programs. Check your local newspaper about financial support.

- The American Newspaper Publishers Association's "Press to Read" campaign publishes the "Showcase of Newspaper Literacy Projects" which lists specific models of newspaper literacy support. Write: The Newspaper Center, Box 17407, Dulles Airport, Washington, D.C. 20041.

4. Local funding
   - Churches, service organizations and private businesses within your own community or county may have small grants available to literacy programs.
   - The American Bar Association's Task Force on Literacy published *Lawyers for Literacy: A Bar Leadership Manual* which includes information on sponsorship of fundraisers and local awards. For a free copy, write to: American Bar Association, Task Force on Literacy, 1800 M Street, NW, Washington, D.C. 20036.
   - RSVP (Retired Senior Volunteer Program); many RSVP projects work with other community agencies that have funding or a staff coordinator for adult literacy, particularly libraries. For further information, write: National RSVP Literacy Project, Laubach Literacy Action, 1320 Jamesville Ave., Box 131, Syracuse, NY 13210, (315) 422-9121.
   - SCALE (Student Coalition for Action in Literacy Education) is a national network of college and university students, administrators and faculty who are committed to increased literacy in the U.S. The network was developed in November 1989 by students from the Campus Y at the University of North Carolina at Chapel Hill in conjunction with the Campus Outreach Opportunities League (COOL) in Minnesota. SCALE aids existing campus-based literacy programs, supports the development of new programs, serves as a clearinghouse for linking grassroots campus efforts with resources on the national level, and provides consulting services to campus/community literacy programs. For more information, contact SCALE, YMCA Building, Room 102, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5155, (919) 962-2333.

Recruitment Activities

In many communities, identifying and recruiting individuals who are willing to enroll in any form of program or activity designed for non- or poor readers may be the greatest challenge faced in the implementation of plans. Few persons will openly admit they cannot read or write. Their bluffing skills and coping strategies are often highly developed. They have learned means of hiding, covering up, avoiding, disguising the fear, embarrassment and humiliation suffered when the need to read, write, or compute arises -- all of which increases the difficulty of recruiting potential learners. Therefore, if the program planner(s) has determined that the non-reader will be the target group, recruiting will need to be approached with much sensitivity, confidentiality and human relationship skills. Answers to the question of how to recruit students vary. Obviously, advertising for non-reading students must move beyond printed matter to audible, word-of-mouth methods. Some libraries have reported additional student recruiting strategies such as the use of puppets, door-to-door contacts, utilizing former students who have succeeded, and tapping other verbal resources, e.g., speakers bureau, tutor pool, church pastors.

On the other hand, if the audience you want to target has some reading ability, but may be classified as functionally illiterate, recruiting still may be a challenge but relatively less difficult. In any case, student recruitment tactics should respect human dignity. Methods of recruitment are varied and not only must be tailored to the anticipated target group, but also to the goals and objectives of your specific program and/or project.

Along with such recruiting tactics as booths in shopping malls, exhibits at county fairs, radio announcements and notices to churches and civic organizations, there are other suggestions that have proven useful in some situations. One such suggestion is to solicit student referrals from human service agencies. But first, the agencies need to be apprised of your program. Second, the agency must be alerted to stay on the lookout for possible reading problems, such as clients who cannot fill out forms immediately and request to take them home. Requests such as this, or excuses like "having left glasses at home," may be a clue to illiteracy. The agency personnel may call your literacy program, make a referral, or in some way assist the recruiter in making that critical first contact.

Furthermore, some of the human services agencies can lend further support and cooperation with your literacy program. Once some recruitees have enrolled in a program, they may encounter barriers such as transportation or child care problems. There could be services already in place within the community to help students deal with some of these barriers. Listed below are social services agencies that could prove useful in potential learner recruitment and/or cooperative solutions to problems faced by the student.

Community Resources Useful for Locating Potential Literacy Clients

Human Services Agencies

- Employment office (or unemployment office)
- Housing authority
- Meals on Wheels
- Salvation Army
- American Red Cross
- Family Services Office
- Head Start/preschool centers
- Daycare centers
- Rape and abuse crisis centers
- Child abuse/neglect agencies
- Public health department
- Alcoholics Anonymous
- Planned Parenthood/family planning services
- Sheltered workshops
- Services for the elderly
- Services for youth (Y's, juvenile attention centers)
- Drug and alcohol rehabilitation centers
- Probation and parole/inmate services
- Churches, schools
- Department of Motor Vehicles/driver's license examiners
- Goodwill Industries
- Rehabilitation programs
- Organizations providing assistance for refugees/immigrants
- Health care offices (doctors, dentists, hospitals, clinics)
- In-home care agencies
- Job development and training offices

Business and Industry Sources

- Factories (especially those of unskilled and semi-skilled workers)
- Fast food restaurants
- Farm worker employers
- Dock areas
- Warehouses
- Unions
- Hospitals
- Hotels
- Janitorial, housekeeping, and house-cleaning services
- In-service training sites
- Military recruiting sites

Teaching Methods

In following through on the initial program research, one will discover that literacy teaching methods are numerous. The list of options is getting longer as more and more interest is devoted to helping non-readers become literate. The approaches to assisting persons who need to learn reading skills have various names depending on the particular system most favored by the developer and the vantage point from which the developer views the problem faced by the non-reader. It follows, then, that persons who are uninitiated in the varied concepts of teaching may find decision-making regarding the method of teaching quite difficult.

In order to cut down on some of the confusion, it is advisable to research before choosing. Or, "investigate before you invest" the time, energy and funds needed for implementation of any one method. Some of the methods listed below are expensive; others require a greater investment of time and energy than of money. Regardless of the method ultimately chosen, it is imperative to keep in mind that the primary goal is teaching students how to READ. To do so, one must focus on the student as an individual. A thorough investigation of the approaches listed should enable the investigator to weigh the advantages against the disadvantages of each method. Further, the choice depends much on the method best suited to the specific needs of the target group (the learners) and their environment. Both of these concerns hinge on the findings gathered from the demographic study. An informed decision results from consideration of these factors. There may be factors that would steer the decision-maker toward a compatible combination of teaching approaches. Thus, when a student fails to respond to one teaching method, the tutor will be ready to tailor the instructional approach to the learner's needs, goals and/or experiences.

The reader must bear in mind the fact that teaching methods have grown out of the increasing concern about the national illiteracy problem. This concern has created approaches that obviously involve some duplication. Some of these methods have been time-tested; others are relatively new on the literacy scene. Therefore, an assessment of the value of each of these is necessarily limited.

Currently used approaches/methods include:

LAUBACH

- very structured approach; uses phonetic method
- has a highly developed system, program, materials that have been tested and refined over 50 years
- includes basic reading and writing techniques developed primarily for adults with little or no reading ability
- may also be used successfully with high-school dropouts or others who need remedial assistance with reading, writing, or spelling

LVA (Literacy Volunteers of America, Inc.)

- applies methods and approaches of "Language Experience" -- sight words,

context clues, phonics and word patterns plus other literary or informational resources of teenage or adult interest
- integrates writing skills into lessons
- has materials and services for volunteer tutorial programs in basic reading
- uses professional techniques in teaching basic reading that have been adapted for use by non-professional as well as professional tutors
- incorporates a variety of teaching techniques

ESL (English as a Second Language)
- stresses basic skills essential to reading and writing English
- begins with recognizing the letters of the alphabet, consonants, vowels, syllables, etc.
- deals with small, easily mastered steps for zero-based learners
- includes recognition of print and script
- involves idioms, blends, word endings, contractions, verb tenses, sentences, short stories, etc.
- makes use of functional language texts, survival kits

COMPUTER-ASSISTED INSTRUCTION (CAI)
- depends on the use of software designed for new readers (Some videotaped programs are CAI)
- has software geared from pre-K through adult education
- offers basic instruction programs
- has programs that employ voice synthesizers
- uses a "whole word" approach
- designed as a non-threatening approach to learning based on positive encouragement
- has tutor-learner capabilities as well as self-instruction aspects
- includes skills and/or information such as early learning, reading, language arts, literature, problem-solving, mathematics, science, social studies
- has some programs with backup disks, and supplementary materials (kinds and amount of materials vary with the program)
- includes availability of equipment for programs that talk (Some vendors have preview centers)
- provides teacher tools through some vendors
- has software for students with special needs
- offers ESL
- includes tests and test preparation, e.g., ACT, Civil Service

LANGUAGE EXPERIENCE APPROACH (LEA); also Whole Language/Language Experience/Experience Story Approach
- uses the student's experience and language as a basis for reading material
- provides good student/tutor interaction
- helps to motivate the student
- utilizes material that is of interest to the student

- encourages self-expression
- gives the tutor an opportunity for resourcefulness and creativity if the student is reluctant to talk
- incorporates reading, writing and spelling
- keeps the instruction learner-centered
- gives the tutor other spin-offs from this approach, e.g., diary writing, dialogue writing

VISUAL-AUDITORY-KINESTHETIC-TACTILE (VAKT) APPROACH

- uses instructional techniques compatible with differences in individual learning patterns in addition to utilization of other approaches
- uses techniques to which the visual learner finds ease in adjusting
- capitalizes on auditory techniques for those who learn by listening
- employs kinesthetic means of communicating words; helps learners who retain better when some action is involved or connected to the letter, sound, or word being taught
- offers a variety of textured materials as teaching tools.
- adds interest to the learning process when used in conjunction with another teaching method
- adjusts to varying age levels as well as learner reading levels and allows tutor to observe what works best for the student's special needs

INDEPENDENT

- allows students to work independently under tutor's supervision or between learning sessions
- depends on supplementary materials, e.g., word cards
- works well with taped reading passages
- increases self-reliance
- depends on the learner's reading level and visual or listening skills

PRINCIPLE OF THE ALPHABET LITERACY SYSTEM (PALS)

- designed to increase rapidly the English reading and writing skills of adolescents and adults in need of basic literacy skills training through an interactive videodisc system
- is a 20-week computer-based program taught in phases
- the learner earns extra benefit by becoming computer literate
- meets the personal and educational needs of adults unconstrained by the norms and procedures of the traditional adult education system
- "teaches writing and reading phonetically, i.e., by teaching the alphabet symbols associated with 44 basic English language sounds which combine to make words. As the learner masters basic phonemes (sounds) and graphemes (the graphic representations of those sounds), he or she can effectively write anything that can be spoken."*
- the learner proceeds at his or her own pace by interacting with the touch-sensitive screen in response to visual and oral cues

- PALS proposes to prepare learners for work
- one teacher-manager is paired with no more than 16 learners for each 20-week period
- the cost of PALS hardware, software, and other equipment to accommodate 16 students, not including overhead and personnel costs, is approximately $60,000

NEWSPAPER

- akin to the language experience approach — emphasizes words, interests or experiences, context

SURVIVAL

- teaches words important to life, health, safety and social acceptability of the student

CULTURAL AWARENESS

- works with words, terms and expressions germane to the student's culture, background and/or life experiences

The three approaches noted above require materials familiar to or encountered during day-to-day experiences by the student. Some activities used in conjunction with these strategies are as follows:

Wordgames	Calendar months and days
Shopping lists	Package labels
Map reading	Medicine directions
Memos	Recipes
Menus	Automobile manuals
Clock reading	Cosmetics directions
Love letters	Television guides
Business letters	Children's stories

As the program developer checks through the list of available approaches in answer to the query "How should the information be conveyed?", there should be other questions like:

Which method has materials available for ordering?
Which requires extensive tutor training and/or preparation?
Which is nationally recognized as successful?
Which method fits a variety of needs, age levels, situations?

*An Evaluation of the IBM PALS Program for the Massachusetts Board of Library Commissioners. Prepared by Evaluation Research, Inc. New Highlands, MA, March 1990.

Similar questions could go on and on, but to repeat: Will the student actually learn to READ through the use of the method chosen for the literacy program? The answer to this question may be drawn from the list of advantages and disadvantages as advised earlier. It is helpful to review time-tested components of the essence of reading, leading the learner through the sequences of: 1) knowledge and understanding of *alphabets*, 2) the *phonetic* sounds of vowels, consonants, 3) the combination of alphabets and sounds to form *words*, 4) the knowledge of and sounds of words to produce *phrases*, 5) the way words and phrases are combined to form *sentences*, 6) the way sentences can become *paragraphs* when properly grouped. This sequence of reading and comprehension can move forward from the level of paragraphs to articles, short stories and books, and to understanding and gaining meaning from what is read.

Another aspect relating to instructional methods is the matter of learner grouping strategies. Most literacy programs employ the one-on-one (student/tutor) method. Yet other concepts are surfacing and are worthy of consideration and appraisal. There is a correlation between the skill being taught and the number of students that can effectively learn the skill at one time. Evaluate the effectiveness of small-group tutoring, such as might happen with the use of computer software, or even large-group classes. Large-group teaching is a viable possibility when the student population needs some workplace skills. There are even social skills related to employability of students that may be successfully taught in group settings. The group concept for some students will not only foster peer-approval (or disapproval) but also will yield comfort in the realization that the given skill deficiency, being improved, is not an isolated deficiency. Finally, the teaching devices used for the tutoring process may well have been developed with groups, rather than one-on-one, as the primary target. For these reasons, it is advisable to recognize all factors that will enhance the learner's progress and add to the overall quality of the literacy program.

Sources of Literacy Materials

Active Learning Corporation
P.O. Box 254
New Paltz, NY 12561

Audio Language Studios, Inc.
One Columbia Dr.
Niagara Falls, NY 14305

Barron's Educational Series, Inc.
113 Crossways Park Dr.
Woodbury, NY 11797

Beacon Films
P.O. Box 575
Norwood, MA 02062

Contemporary Books, Inc.
180 N. Michigan Ave.
Chicago, IL 60601

English as a Second Language
96 Broad St.
Gilford, CT 06437

Fearon Education
19 Davis Drive
Belmont, CA 94002

Lakeshore Curriculum Materials Co.
2695 E. Dominguez
P.O. Box 6261
Carson, CA 90749

Library Adult Reading Project Office
1636 W. Manchester Ave.
Los Angeles, CA 90047

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Literacy Volunteers of New York City
Publishing Department
666 Broadway
New York, NY 10012

Michigan Literacy
Library of Michigan
717 W. Allegan
Lansing, MI 48909

New Readers Press
Division of Laubach Literacy
International
Dept. 95, Box 131
Syracuse, NY 13210

People's Computer Co.
Adult Literacy and Technology Project
2682 Bishop Dr., Suite 107
San Ramon, CA 94583

Scholastic, Inc.
2931 East McCarty
Jefferson City, MO 65101

Scott, Foresman & Co.
Lifelong Learning Division
1900 East Lake Ave.
Glenview, IL 60025

Steck-Vaughn Publishing
P.O. Box 26015
Austin, TX 78755

U.S. Department of Education
Office of Educational Research
and Improvement
Library Programs
555 New Jersey Ave., NW
Washington, D.C. 20208-1430

Tutors/Staffing

The methods used for teaching reading, writing, and/or computing skills have as a basic inference, the utilization of teachers or tutors. With the possible exception of one approach, each requires the employment of one or more individuals who are familiar with the basic subject matter at hand and have the ability to work with those in need of the particular training. The tutor should be trained and certified for the duties involved in helping the non-reader.

Focusing on the need for tutors and tutor qualifications is the program planner's big challenge. No literacy program succeeds for long without the assistance of one or more people who are capable of assuming the role and responsibilities entailed in teaching.

In the first place, the need for tutors will be determined by the method of instruction selected for the literacy program. If the chosen method hinges on one-on-one teaching, this will greatly influence the number of tutors needed. On the other hand, if the program revolves around the use of sophisticated equipment, tutors will need to be screened for their familiarity with and skills in using such equipment. Similarly, in recruiting tutors for a program dealing with English as a Second Language, understanding the language(s) involved would be a consideration. Other determinants would include scheduling sessions when tutors are available, accessible sites, and specific qualities (patience, tolerance, communication skills, etc.) desired for the role.

A second crucial consideration is the availability of tutors and whether they will volunteer services or expect remuneration. This consideration will affect the tutor recruiting strategies as well as the tutor training aspects of the intended program. Those recruited may well be a broad mix of senior persons of varied career backgrounds, younger individuals who are currently committed to a full work week, and even younger people whose life experience is limited by virtue of their age. Additionally, each recruit brings an endless number of reasons they have been motivated to enlist in the literacy program. None of the above factors should be overlooked or taken lightly if the tutoring of non-readers is to prove successful.

So how does one get tutors? Some communities find this query easier to answer than other communities. Most libraries with successful ongoing literacy programs or involvement claim that advertising for tutors is the best way to get a favorable response. Such advertising was done through their local media -- both printed and broadcast. Churches and social or civic organizations proved to be fertile sources of tutors in some locations. Many colleges and universities have become involved in literacy efforts ranging from tutoring and fundraising to curriculum development and tutor-student assessment. For those literacy programs backed by ample funding, tutors may be hired, whereas low-budget programs must depend on tutors who are willing to volunteer their services. Whether tutorial services are free or paid adds another dimension to the problem of how a program gets its tutors. There are advantages and disadvantages to be weighed for either side.

Tutors/Staffing

Aside from tutors, if the literacy program is a large one, other staffing decisions must be made. Phone calls need to be answered and made. Records must be kept and filed. Equipment, books, and other materials must be maintained, checked in and out, and otherwise accounted for. Custodial services are needed. The list could go on. Each role is a part of the whole. The total program's success depends on the smooth operation of each segment.

If the library chooses literacy involvement on a smaller scale, the program planner must be aware of and work out plans for the smallest detail. Whatever the literacy activity, well-thought-out plans will result in good management of all the details. Whether the support staff needed includes many people or a committee of two or three, a successful project would be the result of the cooperation and supportiveness of the entire group.

Finally, as the literacy program planner continues to make organizational decisions related to staffing, thought should be devoted to the following elements:

- the basic mission, needs, and goals in the program proposal
- the original objectives developed for the program
- the specific skills to be developed
- matching skills to tutors
- matching tutors to students
- providing ongoing supervision and support for tutors and students
- orientation, pre-service, and in-service training for tutors
- the efficient utilization of instructional (and non-instructional) staff time, skills, and experience to meet the program goals
- clearly written job descriptions for staff members (see appendix for samples)
- staffing that reflects the ethnic composition of the learner population
- plans for evaluation of program and staff consistent with initial statement of mission, goals and objectives of the literacy program.

Potential Tutor and Staff Recruiting Sources

Colleges and universities
Public school teacher groups
Local media
Speakers bureau for the literacy program
Professional organizations
Civic organizations
Churches and other religious groups
    Ministerial alliance
    Denominational centers
Professional educators' organizations
    AAUP (American Association of University Professors)
    AAUW (American Association of University Women)
    NART (National Association of Retired Teachers)
Retired Senior Volunteer Program (RSVP)
Parent-teacher associations
Garden clubs
Country clubs
United Way
Sororities and fraternities
Federated womens clubs

Training

Staff, volunteers and tutors are all a vital part of the literacy program. In order for the program to be successful, attention must be devoted to training as a follow-up to recruitment. Training sessions need to be instituted early on so all may work as a unit to carry out the mission of the program. Whether the training is in the form of seminars or workshops, all should be informed of certain general information. Others may need to be involved in specific training. In general, training should include:

1. Understanding the library mission
2. Adherence to the general program philosophy
3. Familiarity with the operational plan
    a. Responsibilities of personnel
    b. Tutoring sites
    c. Location and use of materials/equipment
    d. Procedures
    e. Student profile
    f. Teaching hours
    g. Clearly defined expectations
4. Awareness of community and other resources available
5. Awareness of and sensitivity to the students
6. Understanding of the teaching process and the method used
    a. One-on-one
    b. Team-teaching
    c. Group learning
    d. Technological devices
    e. Variety of equipment

Where specialties are to be emphasized, the training should reflect and include areas such as ESL, computers, specific crafts and skills.

Ideally, initial training sessions are supplemented with in-service training. The complexity of the program, ongoing evaluation results, or changes in circumstances would be factors that determine the need for and frequency of in-service training. Original program planning should allow enough flexibility to incorporate "as needed" in-service training.

Site Selection

Libraries that are initiating literacy programs may or may not find site selection to be of major concern. The size of the library facility as well as the general scope of proposed literacy methods and other related activities will have some bearing on the site decision.

There are two major concerns regarding site location. The most obvious comes under the category of physical facilities. The other, of no less importance, may be labeled psychological concerns.

The literacy facility or space must be in an accessible location, have adequate space, good lighting, and be properly managed. Location should not prove to be inaccessible to the learner group, nor should it be intimidating to the point of discouraging attendance. Fear of personal safety and personal property security, for both students and tutors, becomes a concern in some locations.

Adequate space for one-on-one learning or ample room for group sessions must be provided. This space must also lend itself to the physical equipment needed during the scheduled learning period. Additionally, the area needs to be large enough for normal mobility, have good air circulation and any other properties that will enhance the learning process.

Another consideration necessary to good site selection would be the physical planning required for handicapped students. This includes entrances and lavatory facilities; other details would need to be noted when the building has floors beyond the ground level that are planned for student use.

Good lighting is a primary physical need for reading, especially when tutoring sessions are scheduled for evenings. Details such as the choice between fluorescent and incandescent lighting, direct and indirect, become managerial items of concern.

Provision for regular care, upkeep, and general maintenance of the site should be placed along with other physical criteria. Each of these should be consistent, dependable, and should meet the standards of cleanliness, neatness, and attractiveness that will provide an atmosphere conducive to learning. The standards should be inclusive of those intangible, though physical, needs of comfortable temperatures and proper ventilation. In other words, site management involves making provisions for services that will assure a physically comfortable teaching-learning setting.

The psychological aspects of the literacy site are fundamental to student retention. And student retention attributes to the success of a literacy program. Those programs designed with learner-focused strategies take into account the body of knowledge available which describes the audience to be reached -- illiterate adults. Many descriptions of the non-reader point up behavior patterns as well as psychological needs characteristic of this group such as the student's need for a sense

of emotional security while in the learning session. Nothing about the site should be a threat to the student's sense of security. Therefore, protection of the privacy of students should be a priority, especially where one-on-one tutoring is used. Small, soundproof rooms are ideal for student-tutor interactions. In some instances, door and/or windows may require shades, blinds, or other privacy-protecting covers. A quality program is planned in full realization that literacy goes beyond reading, writing and computing skills. It embraces the concept of self-esteem as well. The site for a quality, success-oriented literacy program is selected with both physical and psychological concerns in mind.

The aforementioned psychological concerns often create a barrier between the potential student and the source of help. The problem of getting students poses a challenge which is often tied into the local set of circumstances. Students might ask questions such as: "What if my friends see me learning how to read?" "Suppose the tutor turns out to be my neighbor?" "Does everyone in town know that reading classes are taught in this building?"

Site selection, especially in small towns, needs to be carefully considered. It is wise to refer to the site in terms nonthreatening to a would-be student, e.g., Enrichment Center, Reading Room, or Employment Skills Center.

Program Promotion

Without promotion, the best-laid plans for a library literacy program stand a slim chance for survival or success. For this reason, some suggestions for program promotion are listed below. All of the suggestions are based on the fact that 1) the library is in business to serve the public, and 2) public awareness, involvement, and support of the library's literacy activities depend on the strong, interdependent relationship between the community and its library. The strength of the community linkage and bonding to the library's literacy program depends on the communication delivered through program promotion.

The promotion function is generally described as including "all activities directly concerned with providing information, including persuasive information regarding the nature of goods and services and their relationship to the potential users' perceived needs."* This being the case, the library's program planner recognizes the interrelatedness of publicity, promotion and advertising, and approaches the goal of communication related to the literacy program accordingly.

Among the activities for program promotion would be a mix of both personal and media strategies. Regardless of the labels employed, whether publicity, promotion or advertising, the goal is to convey the message to the public. Obviously, for libraries operating on a low budget, the greatest emphasis would be placed on the types of communication requiring the least expense. Hence, the suggestions presented here deal more with publicity and promotion techniques than with advertising. Furthermore, the accompanying list leaves much room for creativity and innovation. It includes two major categories of promotional ideas: personal and non-personal.

Suggested Guides:

1. Know your target group.
2. Review or become familiar with principles of advertising and human behavior.
3. Plan promotional strategies that will be effective in your particular community.
4. Adjust your strategies to fit within your time, energy and budgetary framework.
5. Make sure your promotion plans reflect your library's mission and your literacy program's goals and objectives.
6. Examine strategies to see that they project the image your literacy program wishes to maintain.
7. Evaluate promotional ideas used for the degree of success (or failure) experienced and the means of improving each.
8. Maintain a file of ideas you have used successfully or ones to be tried in the future.
9. Remain alert to ways to keep your program publicized. Showcase your achievements.

*From *Advertising*, Wright, Warner, and Winter, McGraw Hill, 1971. p. 151.

Promotion Ideas

Group A - Personal

1. Word-of-mouth advertising to people within the target community
2. Word-of-mouth advertising through tutors
3. Individual door-to-door contacts where feasible
4. Direct, positive information to literacy program staff -- volunteer and/or paid personnel
5. Speakers bureau for public awareness and involvement
6. Appeals to community human services agencies
7. Appeals through literacy support groups
8. Cooperate with and solicit cooperation from other community groups working with literacy problems
9. Organize or participate in literacy coalitions to include representatives from various kinds of community resources such as service organizations, media, business and industry, churches, chambers of commerce, public schools
10. Open house with guided tours and program interpretation
11. Verbalize program achievements at planned activities such as parties, receptions, teas, banquets
12. Contests, tournaments, drives or other interest-generating strategies to highlight literacy program
13. Literacy program boosters club
14. Literacy program patron-of-the-month
15. Designated literacy program promotion committee

Group B - Non-Personal

I. **Print:**
- Brochures
- Newsletters
- Streamers
- Balloon messages
- Badges and buttons
- Newspaper, magazine articles
- Posters, signs
- Billboards
- T-shirt/sweatshirt messages
- Exhibits, displays
- Banners, flags
- Directories
- Ads in souvenir programs
- Handouts for conventions
- Mail inserts
- Bumper stickers
- Ads in public transportation vehicles

II. **Broadcast media:**
- Loudspeaker vans in local parades
- Radio, television
- Half-time spots at community sports events
- Commercials (paid and/or public service announcements)
- Talk shows
- Movies

III. **Miscellaneous:**
- Puppets
- Sky-writing
- Hot-air balloons
- Traveling exhibition
- Coffee/tea mugs
- Pencils, pens, calendars
- Plays, skits
- Musical performances
- Mobile unit
- Walk-a-thons, swim-a-thons, read-a-thons
- Open-house, parties, picnics
- Parades, dances

Record Management

Earlier reference has been made to site management. Another kind of management a literacy program planner should consider is record keeping. The four types to be addressed here are: program records, student records, tutor records, and evaluation records.

It is assumed that all the preliminary efforts leading to the establishment of your literacy program would have been recorded. These notes, no doubt, were assembled under an assortment of headings such as demographic data, the listing of materials, equipment, resources and staffing needs.

As your plans progress, there will be copies of grant applications (if submitted), outlines of program plans and the entire body of detail -- in recordings of some form -- that are an outgrowth of your proposed plan of action. The usefulness of such recordings would be enhanced considerably through effective organization. Efficient organization of records requires that you do three things: plan, control and evaluate.

Good record management, then, entails making a workable plan for determining which records to keep, where these records will be kept, and how they will be organized. Having (and carrying out) such a plan facilitates access to your information. Anticipated as well as unanticipated occasions will arise when your collected data will be needed or requested.

The second part of good management is control. Control not only means being in touch with what's going on in the program, but also having the ability to work the plan based on an understanding of how your records are organized. Alphabetical, topical and sequential are but a few of the options; others may be explored for workability.

Another aspect of control has to do with restraint. The very nature of illiteracy dictates some confidentiality. Hence, regulatory measures must be worked out to control accessibility to those portions of the records dealing with sensitive subject matter. This is especially true where program plans for one-on-one tutoring might infringe on students' rights to privacy of recorded data.

Finally, record management involves evaluation in the sense of examining the record-keeping system for flaws, loopholes and overall effectiveness. Systematic updates are necessary. So is monitoring of entries for relevancy, as well as for value in terms of program goals and objectives. Evaluation will also point up needs for designing record-keeping forms and initiating practices that will save time and energy.

Evaluation will reveal areas where record keeping can go beyond program data to include information which falls under the clear heading of student records: numbers enrolled, names, addresses, learner-tutor matching, specification of learner needs and learner progress. These, along with attrition rates and general make-up of your

program's population, are necessary for reports or other forms of reporting upon request or voluntarily for good public relations, fundraising and other needs.

Dealing with other needs could very well include additional tutors. In such a case, tutor records are important. These records would reflect not only names, addresses, certification and other tutor-related data, but also the tutor waiting list, or the in-service training list. Further, specific skills, qualifications, areas of interest and/or expertise, hours of availability, phone numbers, and tutor status (paid vs. volunteer, part-time vs. full-time) are also parts of tutor record keeping. Tutor job descriptions, if not classified under another heading, would fit within tutor records.

The fourth, and final, type of record management relates to program evaluation. This, too, requires constant monitoring and periodic evaluation. A progress report of these periodic checks needs to be kept. Such reports benefit the library, the library's literacy program coordinator/director, and advisory committee (or board of directors), all program participants, program supporters, and the community at large. Furthermore, where annual reports are required, the periodic reports serve as a database for financial statements, student data, tutor data, program-goal achievement, any success stories, problems, needs and future or projected goals.

Concluding suggestions on record management are these:

1. Records are essential to the smooth operation of your literacy program.
2. Record management moves beyond the typical realms of personnel and financial management.
3. Good management consists of planning, controlling and evaluating.
4. Fringe benefits derived from good record management are accountability, credibility and a sense of program responsibility.
5. No facet of record keeping should be totally ignored for each has its own value and advantage.

Program Evaluation

Evaluation has been mentioned throughout this procedures manual. The value of your program can be determined through constant assessment of its various segments. It is wise to view evaluation as an ongoing process. Therefore, having an idea of how and what you will evaluate should be considered even before your program begins.

If your literacy program progressed with the use of the suggested initial steps, perhaps the clarification of your evaluation strategies was not written out until the close of your planning. There were questions (mental or verbal) regarding the value and the success of each suggested step. The answers to these questions guided your decisions to follow through on each step and to what extent you needed to do so. For example: Is this step essential? Why would this step meet the needs of this particular library? How much data needs to be gathered for the ultimate success of our program? Questions such as these and others are posed from start to finish, step by step.

Obviously, some of the steps can be evaluated or measured in terms of numbers while others need to be evaluated in terms of impact and end results. Some of the suggested steps might require assessment in all three ways and for the sake of future reference, the collected data should be logged or recorded. Whether evaluation forms need to be developed depends on the nature of the information being gathered and the frequency of your use of the data. Where no forms are deemed necessary, there could be narrative or anecdotal information kept. Whatever your choices, the importance of evaluation should by no means be underestimated.

Whether your literacy program turns out to be library-based or one which is carried out by another agency as a co-partner to the library, a few evaluation guidelines and comments are in order. Each program must take responsibility for assessing its own activities, and, where funds have been granted, the library must develop its own sense of accountability. The library, its board, its advisory group, and the public served all have a right to know how much value has been gained as a result of the particular literacy involvement chosen and implemented.

Guidelines or questions for qualitative assessment:

1. How closely did the literacy program, service or activity adhere to the mission statement of this library?
2. Which goals were met? How? How soon? By whom?
3. Were the program objectives clear? Were any difficulties encountered in meeting any of the objectives? If so, how were the difficulties solved?
4. How could this program have been improved?
5. Was the plan of action executed in orderly sequence or, were there snags, delays, rough spots or parts that needed deleting? Why?
6. Which resources were utilized for program implementation, and how did each contribute to the success (or failure) of the venture?
7. Are there necessary improvements, changes, revisions or alterations?

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Program Evaluation

Quantitative assessment:

1. How many days, months, years did it take to get the literacy program underway?
2. How many staff? Tutors? Students?
3. How many hours were needed per student? Per day? Per week?
4. How much money went into the program? For staff? For tutors? For students? For supplies? Equipment?
5. What was the duration of the program (before termination)?

Conclusion

Even though this procedures manual has focused on a well-structured literacy program, the reader must bear in mind the alternative types of literacy involvement mentioned in the preface. Some programs will not need the degree of formality illustrated by the generic program. Yet, common to all literacy efforts (whether large or small, formal or informal) are certain fundamental elements. These elements are:

a. Mission statement
b. Assessment of needs
c. Overall goal (including specific objectives)
d. Students or target audience
e. Specific methods of presentation
f. Planner, coordinator and/or implementor
g. Justifications
h. Site/space
i. Plan of action (including publicity or promotion)
j. Materials, equipment or supplies
k. Evaluation

When a library elects to undertake projects that will involve groups of people, other segments of the proposed outline may or may not prove applicable. The program planner has the responsibility of determining which details are appropriate to the project undertaken. When plans include more than one project or periodic repetition of the same event, a storehouse of knowledge will be gained which should lead to increasingly productive efforts. Small efforts frequently snowball into great events depending on the amount of time, energy, promotion and the quality of commitment that has been devoted to the effort.

Utilization of this manual will open some avenues of thought regarding potential literacy programs and how to begin meeting your challenge. Once a start has been made, other suggested procedures are proposed. Among the numerous suggestions presented, there should be something to inspire action, something each library can do to increase the level of literacy in the State of Missouri.

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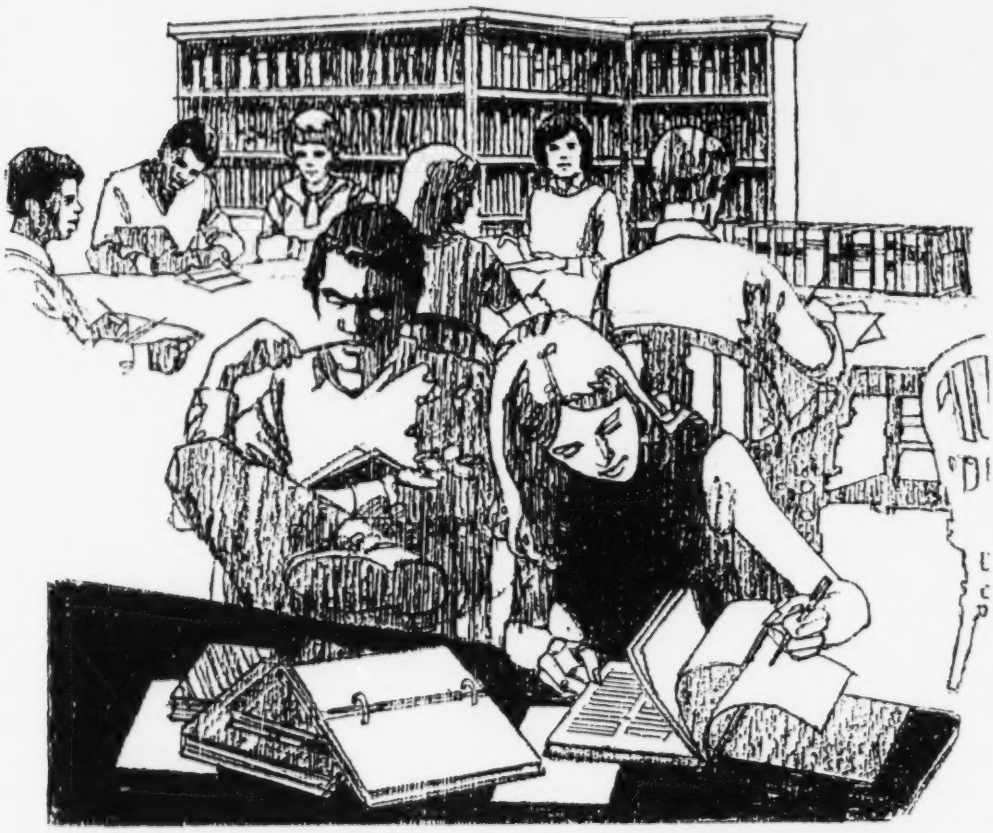

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Appendix A

AN EXPLANATION OF LOW LITERACY SKILLS

Who has what literacy skills in the United States today? In every community this varies and the groups will overlap. However, there seems to be at least five distinct groups, including:

***Those who cannot read or who barely understand written information.** This could be a serious problem for older persons, but according to a study of young adults 21 - 25 by the National Assessment of Educational Progress, only 1% of those tested had skills too low to perform very basic simulations (one-half of those used a language other than English as their primary language).

***Those who have low basic skills, poor educational background and/or work experience.** The number is hard to define but includes the unemployed, sporadically employed or those employed in low-skill service or agricultural positions prior to recent changes in the economy. This group may be concentrated in rural or urban areas with low educational and high poverty levels. They are more likely to be high school dropouts and women. (Other definitions: between fourth- and eighth-grade reading level)

***Workers whose skills may have been adequate in the past but whose mathematical, writing and reasoning skills need upgrading for the changing economy.** This group exists throughout the economy as jobs change and technical skills needed increase. These people are functionally literate, probably employed, and may total 20 to 30 million. (Other definitions: between eighth- and 11th-grade reading level)

***Those whose dominant language is other than English and are likely to be recent immigrants.** Nearly all literacy programs report a huge influx of persons who speak other languages who want to improve their English language skills, often because of immigration law requirements. Studies suggest that this group learns English at the same rates as previous immigrant groups, particularly young persons who assimilate into American culture more quickly than their parents.

***The non-reader, encompassing two groups at the extremes of the literacy continuum -- the learning disabled and the aliterate.** Adults with learning disabilities undetected while they were in school constitute a large percentage of those with literacy problems, especially among the incarcerated. At the other end, concern is growing about the number of adults who can read but don't -- the aliterate. According to the Library of Congress, 44 percent of adult Americans who can read will not read even one book this year. According to some studies, one of three high school upperclassmen read newspapers infrequently and briefly; only three of 10 were "heavy" readers.

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Appendix B

JOB DESCRIPTION

Title: Literacy Program Coordinator

Immediate Supervisor: Library Director

Basic Function:

Under the supervision of the library's director, coordinate all plans and activities designed for the implementation of a successful literacy program.

Specific Responsibilities:

- Adhere to library board policies.
- Maintain accountability for actions in behalf of the ongoing success of the program.
- Select and recommend instructional and non-instructional staff.
- Coordinate program-related activities among instructional and non-instructional staff.
- Keep attuned to program needs, progress, barriers, and communicate these to the board at systematic intervals.
- Stay aware of staff and student needs, performance, morale, and maintain a position of supportiveness to all concerned.
- Follow through with plans, record-keeping supervision and consistent program evaluation.
- Serve as an advocate of literacy and as a public relations agent for the program.
- Schedule regular meetings for those who are responsible for different functions of the program in order to coordinate all program phases.

Qualifications:

1. Excellent human relations skills.
2. Articulate, literate, highly responsible.
3. Good managerial skills.
4. Enthusiastic, optimistic, committed.
5. Tactful and responsive to the needs of others.

Duration of Responsibility: Minimum of two consecutive years

Internal/External Relationships: Accountable to Dee City Public Library Board of Directors, 101 S. First St., Box L, Dee City, Missouri 90000

Appendix B

JOB DESCRIPTION

Title: Volunteer Literacy Tutor

Immediate Supervisor: Amy I. Aptt

Site: Community Learning Center, 100 S. Main, Room A

Duties and Responsibilities:

1. To assist adults in learning how to read and write through individual tutoring.
2. To provide encouragement and support to each student.
3. To prepare each lesson and to meet the needs and interests of the individual being taught.
4. To encourage the student to identify his or her goals and take steps to work toward them cooperatively.
5. To meet regularly, and to report monthly the student's progress to your immediate supervisor for record keeping.
6. To attend in-service training and the annual recognition event.

Time Requirement: 2 days per week for 1 or 2 hours per session.

Duration of Commitment: 6-9 months

Qualifications:

Tutor must be caring, literate, patient, dependable, respectful of confidentiality, responsive to another's needs, opinions and individuality, flexible, and possess a sense of optimism and humor.

Orientation Procedures:

A. Tutor must attend the pre-service workshop. B. During first session, assess student's reading level and allow student to express reading goal(s), and take inventory of reading interests.

On-the-job Training: One session following each 12-week period.

Program Director: Justin Tyme, Community Learning Center, 100 S. Main, Room A, Dee City Public Library, Dee City, Missouri 90000.

Appendix C

SOME CHARACTERISTICS OF ADULT LEARNERS

1. **Adults are more realistic.** They have lived longer and have a different perspective of life. They no longer see life through rose-colored glasses, but as a set of realities.

2. **Adults have had more experience.** They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

3. **Adults do not comprise a captive audience.** They attend voluntarily and if interest is lacking, they are inclined to stop attending.

4. **Adults are used to being treated as mature persons** and resent having teachers talk down to them.

5. A corollary of point 5 is that **adults enjoy having their talents and information made use of in a teaching situation.**

6. **Adult groups are likely to be more heterogeneous** than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

7. **Adults, through their fifties, and sometimes well beyond that, can learn as well as youth;** although because of a slowing up of physical equipment they may not perform some school tasks as rapidly as children.

8. **Adults attend classes often with a mixed set of motives** - educational, social, recreational, and sometimes out of an overdeveloped puritanical sense of duty.

9. **Adults are sometimes fatigued when they attend classes.** They appreciate any teaching devices which add interest and a sense of liveliness: variety of method, audio-visual aids, change of pace and a sense of humor.

From: **A Guide for Teachers and Teacher Trainers** (MAPACE, 1966) Robert L. Derbyshire, Consultant.

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Appendix D

"NEW READER" ACCESSIBILITY

1. Does your library have large print, visible signs on:
   - the card catalog (both subject and author/title)?
   - online public access catalogs?
   - shelving, with Dewey number locations?
   - special collections?
   - doorways to various rooms?

2. Are legible, simple instructions posted on:
   - the card catalog?
   - online public access catalog terminals?
   - photocopiers and other machines?

3. Does your staff appear friendly to incoming patrons? Are they open to questions about general library procedures? Do they offer assistance to patrons who appear "lost" or confused?

4. How well publicized is your library? How do non-users in the community find out about library services and programs? You might consider the following services:

"The Learning Card"
- for students and tutors who are not residents of the town where they meet
- free-of-charge
- temporary; perhaps three-month period

Library Orientation Workshops - for students, tutors, teachers and coordinators. Do not assume any prior knowledge of library procedures. Explain:
- check-out procedures and overdue fines
- reference room procedures
- a brief sketch of Dewey classification (with handout)
- interlibrary loan
- the security system
- use of card catalog and OPACs
- location of adult new reader collection
- application for library card and non-resident fee

Many new readers may be completely unaware of the types of information and services available at public libraries. Let them know that the following items are available from your library: records, cassettes, CD's, videotapes, circulating artwork, etc. Also, tell them about the various subjects and types of reference and circulating books which may be of interest to them.

Adapted from a New Hampshire State Library publication, 4/89

Appendix E

PROGRAMMING IDEAS FOR CAMPUS LITERACY AWARENESS

Organize a panel with student leaders, local literacy providers, adult learners, faculty and administrators to discuss the problem of illiteracy and some solutions. Or invite a "big-name" speaker to campus. Do both. Arrange for the president of the university to introduce the panelists and/or speaker. Leave time for questions and answers, and be sure to pass around a sign-up sheet for volunteers during the meeting.

Invite your local U.S. representative, senator, or state legislator to campus to give a talk on the literacy problem locally and nationally, and what can be done about it.

Arrange for the university food service department to issue the menus for one day's meals in nonsensical language. Have available one-page menus for students as they enter the cafeteria with the gibberish on front. On the reverse side, write the correct menu in English with this message in bold: "Imagine what it's like for someone who can't read... and imagine yourself helping one adult who wants to learn to read... Call this number -------- on campus to get involved."

Ask all faculty who hold a class at the beginning of the day on Monday morning to hand out an "assignment" in gibberish or to write illegibly on the board. Have them then tell the class that there will be a test on this material the following day. Questions should be prepared which will engage the class in a discussion of the literacy problem.

Circulate colorful buttons which communicate the seriousness of the illiteracy problem, e.g., "One out of every seven Americans can't read... you can help."

Encourage political action/education. Set up a booth in a well-traveled area, and hand out information about literacy and ways to get involved. Hold a letter-writing campaign to support literacy efforts at the local, state, or national level.

Ask the campus library to proclaim a "Literacy Day" on which all overdue fines for library books will be donated to a local literacy agency. Then, promote the day throughout the institution and encourage students and faculty to return their overdue books on that day. In this way, the library recovers its books more quickly, and funds are raised for the cause.

Organize an effort to visit local hospitals and give a book for a young child to mothers with newborn babies -- include a number for one to call to get literacy help.

Ask your campus newspaper to write articles about adult literacy, the literacy organizations on campus, and the programs they sponsor. Don't limit yourself to just the newspaper. Contact local radio/television stations, post flyers, hang banners, etc.

Appendix E

Sponsor a movie dealing with the literacy issue. Or contact a PBS or ABC station about shows on illiteracy, e.g., "A Job to be Done," "Bluffing It." Introduce the show with a brief presentation on the opportunities for involvement with the issue on campus. Pass out a flyer with specific information and have everyone sign in.

Have the university president or chancellor hold a reception at his/her house for students interested in the literacy movement. Invite local literacy providers, faculty, and student leaders and provide time for a few brief presentations.

Hold a "bag lunch" during which volunteers and new readers can share their experiences with students, faculty and administrators.

Identify classes that deal with the issue and see if the professor would focus on or integrate the issue into discussions during the week.

Sponsor a five-mile walk-a-thon, "Walk For Knowledge," to raise funds for a local literacy agency. Walkers could seek sponsors at $2.50 per mile. Staff members from local literacy agencies and possibly new readers could be included and the walk might go through the center of town, or through a busy district, to attract the attention of the local press and the townspeople. Have the telephone number of the local agencies on hand to distribute to bystanders who express an interest in getting involved.

Involve local merchants and businesses in the cause. They could donate a percentage from the sale of particular items to local literacy efforts.

Print a message about literacy services on event tickets or in programs, e.g., ongoing athletic activities, or theatre events.

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